



GRADE PROFILES FOR ELEMENTARY - 4th Grad

GRADE	CEFR LEVEL	GENERAL COMPETENCE	SPECIFIC COMPETENCES PER GRADE	GRAMMAR	VOCABULARY
4	A1	<p>This stage lays the foundation for students to build confidence using English in meaningful, familiar contexts—supporting their transition toward A1-level communicative competence.</p> <p>Learners can introduce themselves and others and can ask and answer questions about personal details such as where someone lives, people they know and things they do.</p> <p>Emerging control of simple grammar, including basic sentence patterns, the verb be, present simple, and can/can't.</p> <p>Familiar, high-frequency vocabulary related to themselves, their families,</p>	<p>A student at the A1 level in English will be able to:</p> <ul style="list-style-type: none"> ✓ Use simple present tense to ask and answer questions about healthy food and habits. ✓ Use WH questions in present to interview a classmate in a role play to write a description of his/her identity and activities. ✓ Use there is / There are to express what there is in the "Plate of Good eating" ✓ Use simple present to talk about favorite foods and make simple orders ✓ Use auxiliary "should" to give and receive advice. 	<ul style="list-style-type: none"> ✓ Use simple present tense to ask and answer Yes /No questions. Do you like_____? Do you eat_____? Do you exercise? ✓ Use simple present tense to ask "WH" questions related to eating habits? ✓ Use simple present to produce a short dialogue to order food at a restaurant using "would like" ✓ Express health symptoms and answer the question: "How do 	<ul style="list-style-type: none"> ✓ Expanded food vocabulary "Plate of good eating" ✓ Vocabulary for healthy living: exercise, sleep, eat, use etc. ✓ Vocabulary to describe physical symptoms: sick, unwell, stomach ache, headache, sore throat, feel pain, cold, fever ✓ Action verbs to describe what people with different occupations do. ✓ Nouns related to hobbies of the past and the present: top, books, color TV,

		<p>emotions, school life, nature, and cultural experiences.</p> <p>Growing ability to participate in guided, creative activities such as songs, poems, short stories, and playful tasks using structured language.</p> <p>Ability to ask and answer basic questions, describe people and things, and provide simple personal information orally and in writing.</p> <p>Recognizes and values diversity through intercultural exchanges and expressions.</p> <p>Expresses ideas, emotions, and personal experiences in English through visual, oral, and written language.</p> <p>Uses English to explore, reflect on, and share information related to health, hygiene, emotions, professions, and daily life.</p>	<ul style="list-style-type: none"> ✓ Uses Verb To Be in affirmative sentences in past was/were to compare how people or life were ✓ Use verb tense to be affirmative and negative in the past to compare artefacts of the past. ✓ Understand and use simple, familiar language in classroom activities, short songs, stories, and poems. ✓ Ask and answer basic questions about feelings, family, daily routines, and familiar people and places. ✓ Describe people, places, objects, and personal interests using simple phrases, adjectives, and pre-learned chunks. ✓ Use English to interact in playful, artistic, and cultural activities, and begin to 	<p>you feel?" I feel sick... unwell.</p> <ul style="list-style-type: none"> ✓ Give and receive advice using should/should not. ✓ Use modal verbs: should/shouldn't, have to/has to, want to. ✓ Use simple present WH questions to carry out a role play of an interview: Name, age, origin, profession, ✓ Use affirmative sentences with Verb to be in past to talk about life and people in the past using comparatives "Videogames are fun" "tops were boring" ✓ Identify adverbs of quantity and frequency. ✓ Sequence connectors: first, then, next, finally. ✓ Use basic negative forms with not, don't, or isn't. 	<p>radio shows, comic books, computer, cell-phone, videogames, iPad, xBOX</p> <ul style="list-style-type: none"> ✓ Adjectives related to technological advancements in the present: modern, fast, smart, pretty , old fashioned, slow, boring, fun, exciting. ✓ Basic personal information: name, age, birthday, family, favorites ✓ Emotions and states: happy, sad, tired, hungry, excited, scared, how I feel/what makes me feel this way. ✓ Expressions related to sensations: hot, cold, loud, quiet, soft, sweet ✓ Common verbs: eat, drink, sleep, go,
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		<p>Participates actively in collaborative and creative projects using English as a means of communication and expression.</p>	<p>recognize aspects of English-speaking cultures.</p> <ul style="list-style-type: none"> ✓ Gather and provide personal information in very basic formats (e.g., forms, interviews). ✓ Engage in media and communication tasks such as interpreting and creating short ads or notices with visual support. ✓ Understand simple instructions related to routines, recipes, and hygiene when spoken clearly. ✓ Follow directions in the context of daily activities and creative tasks. ✓ Ask and answer questions using familiar expressions and sentence structures (e.g., "Do you like ___?", "How much ___ do you eat?"). 	<ul style="list-style-type: none"> ✓ Use subject pronouns (I, you, he, she, it) and begin using object pronouns (me, him, her). ✓ Use possessive adjectives (my, your, his, her) in simple phrases. ✓ Form regular plurals (books, songs) and recognize some irregular plurals (children, feet). ✓ Use basic adjectives before nouns for color, size, and feeling. ✓ Spell and recognize simple familiar words, including names, colors, and classroom vocabulary. ✓ Fill out forms with simple personal information: name, age, school, favorite things. ✓ Completes forms requesting personal or basic information. 	<p>come, play, read, sing, talk, like, want</p> <ul style="list-style-type: none"> ✓ Adjectives that describe. ✓ Interests and tastes: I like..., I love..., My favorite... ✓ Food & Nutrition: fruits, vegetables, meals of the day, food groups, healthy/unhealthy food, cooking verbs, ingredients (fat, protein, starch), quantity expressions (a cup, a spoonful, etc.). ✓ Health & Hygiene: body parts, hygiene products, daily routines, health problems, advice expressions. ✓ Professions & Trades: job names, tools, workplaces, gender-neutral expressions.
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			<ul style="list-style-type: none"> ✓ Give advice and suggestions using simple modal verbs ("You should eat more fruit"). ✓ Describe everyday routines and events in the present and past (e.g., meals, hobbies, school activities). ✓ Participate in dramatizations, collaborative dialogues, and short presentations. ✓ Understand simple texts (recipes, posters, brochures) related to health, hygiene, emotions, professions, and community information. ✓ Extract key details from public notices, instructions, advertisements, and short stories. 	<ul style="list-style-type: none"> ✓ Write short anecdotes, descriptions of past events. ✓ Write simple instructions and informational texts (recipes, brochures, ads). ✓ Use verb to be in the past to compare artefacts of the past: Typewriter/computer Telephone vs cellphone Color TV/Smart TV etc. 	<ul style="list-style-type: none"> ✓ Time & Weather: days of the week, months, weather terms, routines. ✓ Numbers: 10–100 by tens.
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